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A. E. WINSHIP.....EDITOR

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THE CONTENTS

	Page
Editorials:—	
Estimating vs. Measuring	403
The Elementary School Principals	403
A Schoolmaster as a Lawyer	404
Dr. Colin A. Scott	404
Declines Pennsylvania	404
Respect for Authority	404
Three Days—March 23-24-26	405
Lincoln School of Teachers College	405
Science Remaking the World	405
Westfield, Mass., Normal School	406
Salem Normal School	406
Hullo	406
Leaves From a County School Superintendent's Diary—(XXIII)	407
Dr. Woolley's Silver Jubilee	408
A Creed	408
Character Training an Important Function of the Public Schools	409
An Unusual School Meeting	410
Trees	411
Let Us Know the Birds	412
Justice in High Places	414
A Short Cut to Culture	416
Who's Who and What They Do	418
Reports From the Educational Field	420
Educational Forum	422
Book Table	423
Education in Action	425

N. E. A. meets in Indianapolis, June 28 to July 3.

ESTIMATING VS. MEASURING

In our glorification of modern progress we often fail to appreciate adequately the superior qualities in earlier education. It is a serious professional weakness to criticise the past in wholesale. We get a superabundance of criticism of modern educational lecturers, and one very general criticism is that they assume that everything in the past was bad and that everything new is good.

For example, in promoting tests and measurements they very generally say that whatever is not measured is mere guess work. It is a common saying that we have stopped guessing and are measuring. They speak as though there were no weaknesses in measuring.

Measuring is certainly an improvement on guessing, but skill in estimating is as far above measuring as measuring is above guessing. A moron can measure. Measuring is purely mechanical, requires a minimum of brain activity. A machine measures infinitely more accurately than can any human being. In civil engineering or in any other engineering function if a young man gets in a department where accuracy is the chief requirement he is side-tracked for life as an engineer. In a counting room, much as accuracy is appreciated, there is no financial future for anyone who is satisfied with being accurate.

Skill in estimating is the open door to industrial, commercial, literary, or political success. Most fortunes come through skill in estimating.

The schools of ye olden times paid a premium upon estimating. We were given opportunity to estimate, won appreciation through ability to estimate. We were always estimating lengths, areas, volume. We could always tell very closely the number of inches in a length less than a yard, of feet up to a rod, of yards in cloth, of quarts and pecks in dry measure, of quarts and gallons in liquid measure. We knew the area in fields; we were always estimating, and were skilful in estimating. We have an impression that boys and girls in school do not acquire any skill in estimating.

The boy who estimates wisely has the highest appreciation of measuring which is always used to test his estimate, while the boy who never estimates is merely mechanical. He will measure off twenty rods and record it, but it means nothing to him tomorrow if he is asked how many rods on the side of a lot.

Estimates should precede measurements. A boy should tell how many feet long he thinks a pole, how many square yards or square rods in a given area, and all measurements should be for verification of estimates.

We are visiting schools almost every day, all kinds of schools, and outside of shops we have not heard a pupil or student estimate anything. We are quite sure that the most brilliant pedagogy of today could take a chapter out of any school we ever attended as a child or youth in the mental achievement possible and probable in estimating before measuring.

THE ELEMENTARY SCHOOL PRINCIPALS

Nothing was more professionally impressive at Cincinnati than the spirit and prominence of the elementary school principals under the magnetic leadership of Mrs. Jessie M. Fink of Grand Rapids, Michigan. The session in the great auditorium was of surpassing interest. Every speaker was attractive, and Miss Emily Griffith of the Opportunity School of Denver easily shared the program honors of the week with Dr. Frank D. Boynton of Ithaca. There is no one who has such a story to tell as has she, and no one could tell her story as she tells it. Everything she says and the way she says everything makes it entirely clear why she has made the Denver Opportunity School the one outstanding educational institution in America to serve a class in the

community that is served in no other way.

The banquet of the elementary school principals has been one of the notable events of each of the meetings of the mid-year meeting of the National Education Association, and this year reached a little higher even than that of last year at Chicago. Mrs. Fink's presiding was especially fitting. She is the first woman to be honored with the presidency of the Elementary School Principals' Association, and no one can surpass her graceful introductions. The event of the banquet hour was the address of William McAndrew, who was greeted by the Chicago principals with the largest basket of roses that came to any one at any time during the week.

This Association is already equal to any group at the mid-winter meeting in size and interest, and is likely to exceed in size the Department of Superintendence itself—for there are many principals for every superintendent, and they are all destined to be members of their Association, and every city will send a reasonable proportion of them to the meeting.

Mrs. Fink, the first woman president, will not be the last, for, unlike the superintendents, a large proportion of the principals are women.

The year book of the Elementary School Principals' Association is larger than that of any other Association with the parent National Education Association, and none is of greater professional importance.

There were 683 New York City public school teachers on maternity leave in March, 1925.

A SCHOOLMASTER AS A LAWYER

The Finance Commission is a very important factor in the municipal government of Boston. Judge Michael H. Sullivan, who has decided to retire after serving as chairman of that commission for five years, has had a very notable career. After graduating from high school he taught three years, then completed the course in the Westfield, Mass., Normal School, taught in the Holyoke High School two years, earned the degree of LL.B. in Boston University Law School in 1900, and the Master's Degree in Law in 1911. He taught in the East Boston Evening High School 1899-1903.

Since February, 1909, he has served as Special Justice of the Dorchester Municipal Court in Boston. He was a member of the Boston School Committee, 1916-19, and chairman during the last two years of the term. He was chairman of the Draft Board, Division 19, Boston, 1917-18. While rendering this public service he has carried on a large law practice.

It is very gratifying to note that this man who abandoned teaching on account of the attractions of the legal profession has maintained a keen interest in all phases of education, and has been willing to devote much of his time for eight years to unpaid or poorly paid public service. In every position he has proved singularly resourceful, farsighted, painstaking, courageous, just and efficient. The Commonwealth needs such men. The Journal of Education delights to honor them.

It is deplorable that the compensations in the field of education are not adequate to retain men like Judge Sullivan. Who can estimate the financial sacrifices that the successful school men of the country have made?

DR. COLIN A. SCOTT

The sudden passing on April 6, 1925, of Colin A. Scott, Ph.D., late professor of education at Mount Holyoke College, removed one of the most noted psychologists and amateur artists in the country. Before taking up his work at Mount Holyoke, in which he had been highly successful for the last ten years, he had rendered distinguished service as head of the department of psychology in the Chicago Normal School, professor of education in Miami University, head of the department of psychology in the Boston Normal School, and professor of education at Tufts College. He was the author of "School Education" and many papers on educational topics. His paintings attracted much attention in many exhibitions.

His fine personal qualities, keen sense of humor, wide range of information, and gift of clear and forceful expression made him a valued member of literary and social organizations.

DECLINES PENNSYLVANIA

Will C. Wood, state superintendent of public instruction in California, has declined the offer of Governor Pinchot to become the head of the public school system of Pennsylvania. Superintendent Wood says: "The school situation here is such that I feel that I should not leave it at present. Evidences multiply that the forces of reaction, anxious to attack the educational programs for which I have stood during the last eleven years, are awaiting my resignation with intent to undo so much of the achievement of California in school affairs as they can."

RESPECT FOR AUTHORITY

The following statement by George J. Ryan, president of the New York Board of Education, merits commendation: "The Board of Education cannot tolerate the action of students in defiance of its regulations prohibiting fraternity membership, nor can it countenance activities by students, even outside of school, that bring into disrepute the high schools that they attend."

THREE DAYS—MARCH 23-24-26

A. E. WINSHIP

LINCOLN SCHOOL OF TEACHERS COLLEGE

For forty years' association with schools, thanks to the editorial activities of the Journal of Education, I have seen the best in education of which I could learn, and do not hesitate to say, premeditatively, that "The Lincoln School of Teachers College" gives me a little warmer thrill, a little higher glow of appreciation than any other educational experience I have had. No one else can appreciate how much that means, for my life for these forty years has been one steady exaltation of appreciation, and it means more than words can express to get a keener professional excitation than at other times and places.

One needs to see the vast building created for the purposes of this institution; needs to see the equipment selected and adapted to its skilful service; needs to conceive of it as to all intents and purposes a city public school, and yet without any limitations of non-professional politically elected tax-paying public official interference.

One needs to realize that the faculty, teachers, supervisors, specialists have been selected and retained only when they had as much skill and as high art as could be found anywhere, and above all that there has been only one director, and he the creator of everything in it, about it, and of it. You never hear the word "psychology" from the time you go in till you come out, and yet you realize that there has been the psychology of common sense, and the common sense of psychology in it and of it somewhere all the time. There has not been a scintilla of nerve excitement wasted on discipline since the school opened. Any differences of opinion are adjusted before there is the possibility of festering. Everywhere there is a sense of achievement, and nowhere a shadow of failure.

Far be it from me to attempt any report of what was seen and heard here and there and everywhere. The one outstanding effect was the spirit everywhere and all the time. The one thing to which attention may be called is the English, especially written English as it culminated in the "Lincoln Verse, Story and Essay (First Series)," selections from the first three volumes of "Lincoln Lore," a magazine of literature issued by the students of the High School division.

There are forty-two bits of verse, seventeen stories, and twenty-one essays. In all there are 160 pages of material written by the students in their English work in Lincoln School.

Here are two stanzas by Katherine Kosmak:—

I've never seen the great run rise,
For then I am in bed;
The sands of slumber in my eyes
Hold down my drowsy head.

I think the sun climbs up the sky
And throws the clouds away,
Then girds her flaming tunic high
And strides to meet the day.

SCIENCE REMAKING THE WORLD

When everything is said that can be said about the Lincoln School it must be emphasized that the director is of the calibre of the greatest of university presidents; that he is thought of immediately when there is a great university looking for a president; but even more significant is the fact that money is at his command directly for anything that he may care to have done.

For illustrations he had at the Lincoln School a course of lectures equal to any that any university has enjoyed. They were upon the general subject, "Science Remaking the World." Dr. Edward E. Slosson spoke of "Gasoline as a World Power" and "The Influence of Tar on Civilization." John Mills on "Electrons and How We Use Them," Peter K. Olitsky, M.D., on "An Investigation on Epidemic Influenza," Linsley R. Williams, M.D., on "Our Present Knowledge of Tuberculosis," Dr. Otis W. Caldwell on "Louis Pasteur, and Lengthened Human Life," Dr. George E. Vincent on "International Public Health," Dr. George T. Moore on "Educational Value of Modern Botanical Gardens," Dr. John M. Coulter on "The Meaning of Evolution," Dr. L. A. Howard on "Our Fight Against Insects," Vernon Kellogg on "Insect Sociology," Raphael Zon on "How the Forests Feed the Clouds," Dr. Appleman on "The Modern Potato Problem," Dr. Henry C. Sherman on "Chemistry and Economy of Food," and Dr. Walter H. Eddy on "Our Daily Bread and Vitamines."

Think of a director of a school like the Lincoln School fathering an enterprise like such a course of lectures as those! Then Dr. Caldwell saw the importance of having those lectures published in a beautiful book of 292 pages. Then think of his having a friend, who would not have his name announced, who would pay for several thousand copies that Dr. Caldwell might be able to send one to every institution, library, and individual he wished to have a copy. Incidentally it should be said that the book is so intrinsically valuable that many thousand copies have been purchased of the publishers direct.

Is it any wonder that we speak exuberantly of the Lincoln School and its dynamic director?

WESTFIELD, MASS., NORMAL SCHOOL

The Massachusetts State Normal Schools are demonstrating their loyalty to the original idea of preparing young persons to teach school successfully from the opening to the closing day, disciplining faithfully and teaching skilfully.

The Westfield School has been of especial interest to me because I was chairman of the Westfield Board during the years that I served on the State Board of Education. More than that, I was intimately associated with Principals Dickenson, Greenough, Scott, Chapin, and Brodeur, and had an intimate acquaintance with the school for fifty-seven years.

All of these associations appealed to me greatly when the opportunity came to spend a day at Westfield, especially as I was to see the school under the management of the new principal, Charles Russell, son of Dean James E. Russell of Teachers College.

The Westfield School has a remarkable field from which to draw its students and for which to prepare teachers. Hampden and Hampshire counties are as interesting educational communities as there are in New England, and Principal Russell will receive heartfelt support from every superintendent in the valley, and they are men of special professional virility.

SALEM NORMAL SCHOOL

J. Asbury Pitman, principal of the Salem State Normal School, is one of the notable community leaders in the profession. While building up an especially important educational institution, professional in every respect and educationally virile, he has served the community in more important ways than any other school man in a city of its size whom I know. He is a leader in the City Planning Board, was prominent in achieving the zoning scheme, and has been chairman of the city committee that has such large responsibilities in dealing with the transportation problems, which are nowhere greater than in the Salem district. Mr. Pitman's leadership in these matters for several years has been recognized in many ways by the state as well as by the city. His prominence in grappling with state professional problems is universally recognized, and in all national professional conferences he has had an important part, so that he is impressing his vigorous personality upon city, state and nation in exceptional service, educational and civic.

"HULLO!"

When you meet a man in woe,
Walk right up and say "Hullo."
Say "Hullo" and "How'd ya do?
How's world a-usin' you?"
Slap the fellow on the back,
Bring your hand down with a whack.
Waltz right up and don't go slow,
Grin and shake and say "Hullo."

Is he clothed in rags? Oh, sho,
Walk right up and say "Hullo."
Rags is but a cotton roll
Jes' for wrapping up a soul;
And a soul is worth a true,
Hale and hearty, "How'd ya do?"
Don't wait for the crowd to go,
Walk right up and say "Hullo."

When big vessels meet, they say,
They salute, and sail away.
Just the same, are you and me,
Lonesome ships upon a sea;
Each one sailing his own jog,
For a port beyond the fog.
Let your speaking trumpet blow,
Lift your horn and say "Hullo."

Say "Hullo" and "How'd ya do?"
Other folks are's good as you.
When you leave your house of clay
Wanderin' through the "Far away,"
When you travel through the strange
Country, 'tother side the range,
Then the folks you've helped, will know
Who you be, and say "Hullo!"

—Foss.

LEAVES FROM A COUNTY SCHOOL SUPERINTENDENT'S DIARY —(XXIII.)

MARY L. FULKERSON

Salem, Oregon

I have been so engrossed in the things that have been happening that I have not jotted down a single item for three whole days. I shall not hold out on you any longer, Diary mine. I could not if I would, for I have reached the point where I must tell some one. It is a long story, but you are the one listener who cannot yawn and go to sleep while I am telling it.

To begin properly, I must remind you that at Unionvale we have a teacher who has been on the job for three years. She is quiet and unassuming. She does what I tell her to do without murmuring, and that is a trait much to be desired in a teacher. The patrons of the district like her, and everything would be lovely were it not for one family by the name of Verdant.

Is it not strange how one little disturbing element can overthrow the peace of an entire community?

Mr. and Mrs. Verdant came from a distant eastern state. I imagine that if there was any speech-making when they emigrated to this state, some silver-tongued orator said in closing: "What will be their loss will be our gain. Let us sing 'God Be With Us Till We Meet Again.'" I further surmise that it was not a slip of the tongue when he said it just that way. He probably knew whereof he spake.

This high-minded pair came to the office several weeks ago and poured a tale of woe into my ears. I was informed that the schools of the state from which they came were far superior to ours. The teachers could work all the "Examples" in the arithmetic, and always solved a problem for a child when asked to do so, thereby saving said child much mental exertion and consequent fatigue. This school system of their beloved state was wonderful in its perfection of efficiency. The people dwelling in that commonwealth were "angels unawares," so high their culture, so pure their morals and so sublime their aspirations.

All this had been sacrificed for a mountain home in the uncouth West. I wanted to ask "Why the sacrifice?" but I curbed my curiosity. Perhaps they had been so happy that it became a sin and this moving bag and baggage to the uncivilized region beyond the Rockies had been imposed as a penance.

Next they gave me a verbal picture of the primitiveness of our schools in general and of that in Unionvale in particular. The Parent-Teacher Association which provided social activities for the community was crude in the extreme and not worthy their attention.

I suggested that since they had been privileged to live in such a near-paradise and to imbibe its culture, it would be doing missionary work of the highest type if they mingled with their benighted neighbors and exerted an uplifting influence on them.

Did they receive the suggestion kindly? Indeed, no! They informed me in no uncertain manner that they would not degrade themselves by even attempting such an association. While their children were compelled by law to attend the school, they protested with each and every fibre of their being.

I am a good listener—sometimes. This was one of the times. Why should I raise my voice till it echoed throughout the courthouse and disturbed the cogitations of the bootleggers in the jail in the basement? It is sometimes better to let a fever run than to make futile efforts to curb it, so I let them rave.

When their stock of condemnatory adjectives was exhausted they reluctantly returned to their despised home. I bade them a cheerful goodby, promised to visit the school in the near future, and invited them to come again. Was I sincere in that invitation? Most assuredly. When they are down here complaining to me the school progresses nicely for one day at least, and every bit helps.

I visited the school and found no serious cause for complaint, excepting that the Verdant children were irregular in attendance. The teacher, complying with the law in such cases provided, demanded a reason for this irregularity. Whereupon Mr. Verdant arose in his wrath and betook himself to the schoolhouse to demand the meaning of the obnoxious request for excuses on the part of the teacher.

The teacher, meek little lady, produced the volume of school law, and attempted an explanation. She was interrupted by the irate parent, who profanely called her what legendary history tells us the immortal George Washington was not. He bemeaned her, the school board, the school system, and the state government in no uncertain terms, plentifully besprinkled with unprintable adjectives. She invited him to leave the building, adding that she never allowed such language to be used in her schoolroom. He impudently informed her that it was a public building, and therefore he would choose his own vocabulary. She warned him that she would feel obligated to strike him if he persisted. He persisted.

Slap! Swat! Bang! She is a "south paw" and plays ball with her pupils. Three swings of her left arm and Mr. Verdant was counted out. She put him out of the house, and he went home for consolation.

Later he came to town and swore out a warrant for her arrest on the charge of assault and battery. The constable smilingly served it

three days ago. The newspapers printed the story, and I was accosted by men on the cars and on the streets, who expressed their admiration for the gritty little teacher. They would consider it a privilege to be allowed to contribute towards paying her fine if the case went against her.

She was brought into court today. The school board came with her. Her father and stalwart brother were there. The office force occupied a prominent seat, and nodded encouragement to the meek little lady. Strangers, with eyes all atwinkle, came in and sat down on a bench at one side, hoping to be selected as jurymen on this most interesting of all cases.

After a long wait the court dignitaries filed solemnly in. The justice frowned severely to hide the smile that would persist in coming to the front. The district attorney assumed a modest mien and sat with eyes downcast, but I am sure he is not lacking a sense of humor. The attorney for the defendant, head up, looked about the courtroom with proud confidence. The plaintiff was conspicuous by his absence.

When her turn came the little teacher entered a plea of "not guilty" to the charge of "wrongful assault." The district attorney mumbled something about "indefinite postponement," and the court adjourned.

We held a jubilee right there in the hall of justice and shook hands with everybody within reach.

I do not know why I should feel so elated tonight. Perhaps I am not so spiritual as a county superintendent should be at the end of the week. It might be good for me to read a chapter in the good book before I retire. I am sure I shall appreciate a re-reading of the story about David and Goliath.

DR. WOOLLEY'S SILVER JUBILEE

When, in 1900, it was announced that Dr. Mary E. Woolley, then head of the department of Bible History and Literature at Wellesley College, had been chosen president of Mount Holyoke College, Mass., a big wave of approval swept throughout higher educational circles throughout the country.

For twenty-five years she has justified the opinions and expectations then expressed. During the quarter-centennial she has made a fine record in college administration, as well as in all the forward movements for higher culture in mind and soul.

Dr. Woolley's personal pre-eminent qualities had their nurture in the refining and ennobling atmosphere of a home of culture and spiritual incentive. She is a minister's daughter, born in Norwalk, Connecticut, in 1863, and a graduate in 1895 of Brown University, which gave her the Litt. D. degree in 1900. The same year Amherst conferred the L.H.D., and a decade later Smith College crowned her with the LL.D.

Dr. Woolley's important educational service began in 1886 (when she was twenty-three) as an instructor for five years at the famous Wheaton Seminary, Norton, Mass. After graduating at Brown University she became in turn instructor, associate professor, and then head of Bible History and Literature at Wellesley.

Progress has marked her work, which has been deep and true and broad. Many social welfare, religious and educational organizations have claimed her expert gracious services and wise counsel, especially peace; women's education and employment; moral and religious instruction; child labor; international colleges; votes for women; the Y. W. C. A.; the D. A. R.; Bible study; political and social science. Among others she helped as a charter member to start the Church Peace League of America. She is honored as the first woman to be elected a corporate member of the American Board of Commissioners for Foreign Missions.

A thorough student, of winsomeness and of high mental calibre, Dr. Woolley knows the art of arousing love of knowledge among the young and the highest ideals and aspirations. Mount Holyoke was founded as a pioneer woman's college on the principles of education for world service within and without the home. During its long record since 1837 no period has been more vital in national and international influence than the quarter century ending in 1925.

A CREED

EDWIN MARKHAM

There is a destiny that makes us brothers:
None goes his way alone.
All that we send into the lives of others
Comes back into our own.
I care not what his temples or his creeds;
One thing holds firm and fast—
That into his fateful heap of days and deeds
The soul of man is cast.

CHARACTER TRAINING AN IMPORTANT FUNCTION OF THE PUBLIC SCHOOLS

J. T. PALMER

Mount Vernon, New York

"Character training should be the aim of all school activities and the groundwork in every school subject. The present crowded curriculum makes character training difficult. The course of study should, therefore, be reconstructed in terms of character qualities, habits, tastes, interests, and attitudes, as well as skill and information which should be acquired in each year and each subject. Special high-grade teachers particularly gifted in character training should be assigned to help pupils study ethics through story, lecture and direct application as a means of counteracting the influence of newspaper scandals and moving picture suggestion."

Thus reported the School Survey Committee of the Board of Education of New York City, on character training. The committee believes children should be rated on character as much as on English, arithmetic, general deportment, etc.

This is significant. School people are beginning to see their work in terms of human progress, rather than in terms of subject advancement. More teachers are teaching children in place of teaching subjects than ever before. More children are being led into fields of appreciation and thought than ever before; few are the teachers who now see as their objective, the filling up of minds, as so many receptacles, with facts and figures.

More boys and girls in all branches of school life are realizing that "school is life; not preparation for life." Unusual is it that a pupil is not happy in his school life nowadays.

With this newer conception of education, and with the broader outlook on educational progress, it is but natural that we ask ourselves on what are we marking our children. What really constitutes progress and accomplishment? If it is character building, then we must recognize the steps leading toward this end; not only recognize but point the way toward the goal.

Some school people believe all character training in the way of teaching morals should be by the indirect method. To be sure we are always doing much in the way of teaching morals and manners through example, but I believe the majority of educators feel that we should do more; that we should lead off with honesty, and really show them what honesty means, and how they may reach 100 per cent. in that virtue. I really believe some boys and girls are dishonest, and do not realize the seriousness of it. The kindergarten and first grades are none too soon to begin the work with, either.

Business demands honesty, dependability, leadership, co-operation, etc., when looking for a young man or woman. These are among the first questions asked of school principals. They care little for actual scholastic accomplishments other than general culture and a knowledge of the working tools with which to continue their education, for after all, schools are but the beginnings of one's education.

Now then, if the schools are to be called upon to give an account of the character of their boys and girls, we need to organize our work toward this end, and, too, we need to recognize the necessity of giving credit to advancement along these lines. To be sure, we are all born with certain inherent tendencies, but I believe the schools can do much toward directing boys and girls to higher standards of character.

As to methods of work and recognition, there is yet much to be worked out. Courses of study on morals and manners, direct or in correlation with subject matter, are too meagre and incomplete. In reporting to the homes, the method is yet unsolved. Personally, I believe it unwise and impossible to mark a boy or girl in honesty or on the percentage basis, or even in terms of A, B, C and D. One is honest or he is dishonest. Under such virtues as leadership, for instance, one might be excellent, fair, or poor, probably. In fact, I question the wisdom of attempting to mark pupils in such close terms as percentage basis calls for. A pupil is doing satisfactory or unsatisfactory work. If satisfactory, the instructor can always point out some commendable aspects of his work. If unsatisfactory, nothing short of words concisely expressed can convey the reasons for failures. It is all a matter of the personal judgment of the teacher or instructor, the best we can do. Rather than attempt to mark a pupil at all in honesty, responsiveness, initiative, leadership, etc., I believe it better to list a few well selected virtues which are understood by both teachers and pupils as definite goals in life (in school life at present), list them, and then periodically or as occasion warrants, send home a statement about the virtue commended or criticised. Or, if a formal report is required, have two lists on report cards, positive and negative, checking the outstanding feature. Still better plan might be to list the selected virtues, and mark plus or minus as occasion warrants.

I doubt the wisdom of requiring any teacher to mark a pupil on every personal virtue or characteristic regularly, whether it be per cents, by letters, or even by checking or with plus and minus designations. There are usually certain tendencies in the different personalities

that need guiding and attention. To be required to rate everyone in character qualities would be a big mistake, in my judgment; but I do believe we should have some systematic character training, and should evolve some method of guidance and recognition. It is these things that have more lasting impression, and really train for citizenship.

Character training is not new. Many men and women did better than they knew. We can all recall some great teacher personality that made his or her impress upon us, possibly a primary teacher; possibly a college instructor. It was by precept in some instances; and in others we had lessons in morals and manners although it was not probably listed in our courses of study.

We owe a deep debt of gratitude to many men and women who gave their lives to teaching as moulders of character. President Coolidge said in part, in one of his early addresses: "It would be exceedingly difficult to overestimate the important part that teachers take in the development of the life of the nation. They exercise their art not on the materials of the world, which pass away, but upon the human soul, where it will remain throughout eternity. It is the teacher that makes the school, that sets its standards, and determines its success or failure. . . . It is not too much to say that the need of civilization is the need of teachers. The contribution which they make to human welfare is beyond estimation."

What greater satisfaction or reward can be a teacher's than knowing she has made some boy a better man, a more successful man; a greater citizen because of his having come in contact with her personality, her influence, and her teaching?

AN UNUSUAL SCHOOL MEETING

A FRIEND OF THE EDITOR

For the first time in many years the Editor's Friend missed a meeting of the Department of Superintendence. His friends and associates had made the usual arrangements for him as regards hotels and accommodations on the special train that for years they have chartered, but he had no interest in the matter. He had been unable to attend to business for five months, and then, too, he felt "fed up" on meetings—really it seemed to him he could be informed merely what group was having a meeting, and from that data alone he could have constructed all the speeches, eaten all the dinners, and have accurately forecast all the other "doin's." So he had no enthusiasm—not even to consort with his friends of so many years' standing.

His conceit as to his ability to know exactly what would happen at any given educational meeting received a severe jolt the other day down on the Eastern shore of Maryland. Having added lately a second car to his earthly possessions—a high-powered, speedy vehicle—the lovely warm days induced him to try it out on the wonderful roads of Delaware and Maryland. The country was beautiful, the roads are the best in America, and the people most delightful, so that most of the time was spent in breaking all the rules of the police and the dictates of ordinary safety. News of a meeting of the county superintendents and supervisors to be held at Princess Anne on Friday, March 13, interested him not. Nothing was farther from his intent than to waste beautiful hours at a prosy meeting. However, the state superintendent and the various school people of the Shore urged him to stay down, and it was with the idea of visiting with his friends that he drove into Princess Anne the morning of the traditional unlucky Friday the thirteenth. And not only did he visit with his friends, but actually joined a procession of Fords that proceeded out into the country to a rural school where a demonstration lesson was to be taught. It was a revelation.

A series of three group meetings of county superintendents and supervisors was arranged by Miss I. Jewell Simpson, state supervisor, to be held in different sections of the state. One of the supervisors was designated to plan for each meeting and to carry it through. The meeting for the Eastern Shore group was the final one. Talk of the success and helpfulness of the two previous meetings impressed your Friend not at all. He concluded it was the assumed professional enthusiasm that so often accepts any old thing, but somehow he did seem to detect on the part of the State Department people who had attended the other meetings a genuine feeling of deep pleasure and real anticipation.

Well, the introduction is longer than the story. The caravan after racing over several miles chugged into an open space before a rural school and State Superintendent Cook, State Supervisors Miss Simpson and Miss Weidefeldt with all the county superintendents and supervisors filed in—enough apparently to upset a rural teacher and rural children for the rest of the term.

Here was the first surprise. Our entry caused no confusion. We found that Miss Marguerite Linthicum, the supervisor of Somerset County, who was in charge of the day's proceedings, had summoned twenty-five of her rural teachers so that visitors outnumbered pupils

about three to one. The demonstration lesson was conducted by the regular class teacher, Mrs. Emma J. Layfield, and it was excellently done. The teacher appreciated the purpose of the exercise and the children responded unaffectedly and freely. This to my mind was remarkable, when one considers the gallery grouped in the rear of the room watching proceedings with critical eye. One would go far to find children responding so nicely—not answering questions in monosyllables or phrases, but actually contributing thought to building up the lesson, which by the way was a study of transportation and industry. There isn't a trolley car operating within a hundred miles of this school, and yet the children offered a lot of information on the relative value of steam and electricity which by no possible means was drawn from their own personal experience.

At the close of the lesson Miss Linthicum conducted a critique of the work done in the light of the objectives she had been trying to establish during the year, and here the class were the twenty-five rural teachers. Several things were impressive. First was the cordial, pleasant relation between Miss Linthicum and her corps of teachers. She conducted the exercise with wonderful tact and delightful humor. The teachers for their part were eager and responsive. Of the twenty-five teachers present every one but two had some suggestion to offer, some question to ask. And these were not only in detached sentences. Several, by assignment, gave splendid talks, and the others very freely and very intelligently discussed what they had just seen. I had never seen such general participation in any meeting. This was the more remarkable when one remembers that these teachers, gathered in from rural schools, were making their offerings under the eye of the state superintendent, the state supervisors, and a whole group of other executives. I have never anywhere else seen such evidence of confidence and co-operation. And not the least impressive was the character of the work of the teachers. Every one showed training. One often gets the foolish idea that only in certain urban sections are teachers really trained and at all appreciative of the possibilities of their jobs. It was known, of course, that Maryland has been insisting on high standards for her teachers, but I was not prepared to go into a very rural school way down the Peninsula and find teachers presenting so unmistakable evidence of superior training and keen concern. Mr. Pruitt, the superintendent of Somerset County, and Miss Linthicum may well feel proud of their workers in the ranks, and the entire State of Maryland, could it collectively know what is being accomplished in the training and supervising of teachers, would certainly know that the money being spent is bringing far greater returns than even those vast sums which have provided the magnificent road system of the state and for which the entire state is enthusiastic.

TREES

RT. REV. JAMES H. DARLINGTON

Oh, a tree is a psalm of beauty ; yes, a tree is a green-leaved prayer,
A tree is a benediction, from those who planted it there;
When you pause by the roadside weary, and rest beneath its shade,
Say a prayer yourself for the kindly heart that this provision made.

There are trees far off in the wildwood, sprung from a seed wind-sown;
And the winds today are glad because the earlier winds have blown.
The birds which carol sweetly are but trying to sing in glee
Their thanks to other birds that help't to build some forest tree.

That chatter you hear is a squirrel's call, who wishes to let you know
His gratitude to his ancestors who planted the acorn to grow.
So now, O man, you are rebuked by squirrel, bird and breeze,
Unless you also bury seeds and bless the world with trees.

—Western Journal of Education.

LET US KNOW THE BIRDS

NORA MORTON ATHERTON

Madison, South Dakota

"People who have not made friends with birds do not know how much they miss. Especially to one living in the country of strong local attachments and an observing turn of mind does an acquaintance with the birds form a close and invaluable tie."

The above are the words of that venerable student of nature, John Burroughs. If such men as Emerson, the poet and scholar, as Theodore Roosevelt, the statesman and warrior, and as Thomas Edison, the inventor and scientific wizard, could find so much of interest and fascination in the study of bird life, then surely lesser minds than theirs can find something of value in a closer acquaintance with the feathered population of their communities.

The lessons taught by the lives of our birds are worthy of our time and study. Examples of industry, of purity, of home life, of personal cleanliness, of cheerfulness and of perseverance as presented by our feathered friends give the teacher opportunities to impress upon the child-mind truths that he will not forget.

Corollation of bird study with geography in the study of bird migration touches geographical location from an entirely new and interesting viewpoint, for bird migration is one of the most fascinating phases of ornithology. The agricultural problem as related to bird life is an economic condition that the school should impress upon the minds of the children of our land, for the preservation of bird life means much. If it were not for the birds agriculture would not be possible. In a very short time not a single blade of grass would be growing upon the earth. Insects would multiply so rapidly that every living thing would perish.

Bird study should be a privilege and a pleasure for every rural teacher. Here her facilities are not limited. She has the whole laboratory of Nature at her command. The city teacher may have access to museums, libraries and art galleries that she has not, but no matter in what part of the land she may teach that country has its own bird fauna. A wealth of material is at her disposal for one of the most interesting as well as commercially important fields of study. It is claiming the attention of our extension bureaus, our educators and our government more and more as time goes by.

Each locality has its own bird life which comes there to nest or passes through during migration. I live in the state of South Dakota, and scientists have listed for our state three hundred and twenty-two different species of birds. In my travels over the state while studying the bird life, I have met most of that number, and this year I have kept a list of all the different species that have visited our lawn and the dates of their appearances. Up to date I have on my list eighty-eight names, and the fall migration is yet to pass through before this year will have been complete. This list does not include birds observed on the neighbors' lawns or on my walks about town, but those which have actually stopped to pay me a visit.

Perhaps one reason for many of them lingering here is the shelter afforded them by the number of trees growing about the place. We have made an effort to make our lawn as attractive as possible to our bird friends. We have planted trees, shrubs, berries and fruits, which they like, in profusion. We keep bird baths full of water from early spring until the freezing cold weather of winter. We keep a food box supplied with tempting morsels to satisfy their appetites, and bird houses and nesting places are provided for them. Cats, squirrels and boys with sling shots know that they are not welcome here.

I give these instances as examples of what people can do if they have the welfare of birds at heart. But the teacher does not need a lawn of her own to carry on a study of birds. A visit to a nearby stream, grove, roadside, or marsh will reward her with a knowledge of its own bird life, peculiar to that environment. There are birds that love the prairies and those that love the woods. There are birds that prefer the north country and those that prefer the sunny south.

An active interest in ornithology, aside from the creative interest in her schoolroom work, will enable the country school teacher to endure those long and lonesome Saturdays and Sundays in the school district where she teaches and to erase that distasteful habit of looking forward to Friday night as a chance to escape from the community that is furnishing her a livelihood.

Teachers have complained that their schools started in the fall after the birds have left for their winter homes, and that they closed in the spring before the birds come back to nest. But let me say to them that there is not a single month throughout the school calendar but that has a variety of birds to furnish material for study during that period of time, and the best season of all for identifying many kinds of birds is during the fall and spring migrations.

A whole spring could well be devoted to identifying and studying the different species of native sparrows, those timid and modest little creatures to whom Nature has denied nearly all of the brilliant colors, but whom she has endowed with voices of sweet and musical quality. We owe much to these birds that are gifted with songs of rare and exqui-

site melody and with architectural ability excelled by few.

How few have ever seen the white-crowned sparrow who is as daintily decorated as any favored one could be with a crown of pure white edged with jet-black lines which form a cross on the back of his head; or the Harris sparrow with that saucy and clownish appearance given him by his black face and throat; or the white-throated sparrow that arrives in early May with others of his tribe and wears a distinct white patch on his throat and sings a song that reminds one of the nightingale, and because of this very song is sometimes called the northern nightingale; or, perhaps, the song sparrow that builds his nest among the rushes bordering the water's edge and makes the lowlands resound with his tinkling music.

No doubt, most of us have seen these little birds but have not stopped to recognize them, hastily classing them with the hated English sparrows, and passing them by with little notice, when in fact all the native sparrows are very beneficial and very attractive birds to know. If the reader will teach her pupils to know and value the native sparrows alone she will have done a real service to her community.

The love of bird lore that a teacher may have been able to instill in the life of a boy or a girl may be the means of holding that one in the community where his or her services are most needed. The love of Nature may be the binding tie of a boy or girl to country life.

Ornithology as a life work may not appeal to the average person, but this is a day of specialization, and the American people are trying to get a monopoly on time by rushing and crowding their days far into the night with the activities of life. We are a people of intense nature and have much need of a check or a safety valve in the form of some counter interest. It has been said that the "hobby" is the American business man's salvation. Collecting coins, stamps or antiques; gathering together art collections; golfing or fishing are hobbies for some people. I can recommend no better recreation than ornithology. Bird study was a favorite pursuit of Theodore Roosevelt, and no doubt relieved the tension of official life that many times neared the breaking point for that emphatic and aggressive executive. It is said that he dismissed a cabinet meeting in order that he might see a bird which he heard singing outside the window; one which he had long wished to see.

The first thing to impress upon the child's mind is that it is not necessary to kill in order to study birds. Leave that to the government statisticians who have slaughtered thousands in order to give us the information concerning their food habits, which enables us to put a price upon their services. Neither is egg collecting a habit to be countenanced.

Perhaps the first and surest way to appeal to the children of a rural community is through the actual value of each bird to the farming interests of that locality. If a boy can be made to see that a rosebreasted grosbeak, for instance, will actually save his father's dollars and cents by increasing the potato crop and by saving the price of Paris green and that he will save his father and perhaps himself hours of hard labor by picking the potato beetles from the vines and feeding them to his young, then you have made that boy's particular home a safe nesting place for the rosebreasted grosbeak. And an interest in the home life of this charming bird, his wonderful devotion to his mate, his tender care of the little sparrow-like mother and babies during the nesting season will captivate his interest. So will the excellence of his song arouse his admiration, for there is no sweeter music than the love song of the rosebreasted grosbeak as he sings in the evening twilight. The beauty of his garb of black and white decorated with a deep rose-colored patch on his breast and the modest attire of his lady-love, which looks at first sight much like an over-grown sparrow, will appeal to his sense of beauty.

You will have introduced to him a friend and he will champion his cause thereafter. A sense of justice strongly appeals to boys. Perhaps the asthetic side of bird study will appeal more to girls, but be that as it may, there are many interesting angles from which bird study may be undertaken.

Aside from the economic value of birds, the thing to be aimed at is a greater love for Nature and the wonderful out-of-doors that God has given us so that the child will spend as much time as possible in the health-giving atmosphere of the open fields, absorbing the lessons of love and truth as they are unfolded before him in the mysteries of Nature.

It is a well-recognized fact that practice in public health is years behind our knowledge. There is not so much a lack of information as to the cause of disease, or in many cases, of direct and positive means of prevention, but there is a lack of administrative machinery for putting scientific knowledge to work in an effective manner and at a reasonable cost, within the capacity of the community to pay. — Rockefeller Foundation.

JUSTICE IN HIGH PLACES

ARTHUR C. PERRY, JR.

District Superintendent, New York City

The fundamental justice is justice for the pupil, for whom alone the public school exists. Rights of teachers as teachers are rights only when they involve rights and interests of pupils. Injustice to teachers may be of public concern, but not because it is an offence to the persons who happen at the moment to be engaged in teaching. It is because it is impairing the efficiency of the service rendered to pupils and is therefore an offence against them.

Consequently, in any specific instance, to determine whether an action which is regarded by the teacher as an injustice to her, is to be construed as of public concern, we apply this criterion: Does the questionable action result in present or ultimate impaired service to the pupil? If it does not, it is merely an incident to which the ordinary rules of personal relationships apply. If it does, it is a civic offence and is to be dealt with in the realm of the public welfare.

In the whole series of school relationships we may state the case thus: The pupils are entitled to proper teaching by the teachers; the principals are entitled to proper leadership from the superintendent; the superintendent is entitled to proper co-operation from the school board; and the school board is entitled to proper support from the community and the state. If we add that the state is entitled to the loyalty and fidelity of the pupils both in the present and in the future, we have completed the cycle and epitomized American educational theory and policy.

Whatever, then, impairs adequate teaching for pupils, adequate supervision for teachers, adequate leadership for principals, adequate co-operation for superintendents, or adequate support for school boards, is an attack on all, an attack on American childhood, an attack on America. The right of the pupil to adequate teaching and the right of the teacher to adequate supervision and just treatment have already been treated. There remain the rights of those in the so-called "high places," high only in the sense that the occupants hold positions of large trust and are obligated to serve a larger number of individuals than does the teacher.

Among the more important rights of the principals a few may be noted. The violation of any of these is a personal injustice to the principal, but what gives it social significance is the fact that it is an injustice to the pupils in whose service he acts. The enumeration is by no means complete, but it suffices to illuminate the general principle.

(1) A cultural wage. If the position does not pay a salary sufficient to enable the principal to move among cultured people of even moderate means, then the pupils and teachers are not receiving the stimulus of that quality of leadership which alone can result in adequate service to the pupils.

(2) A protective tenure. If the principal has hovering over him the continuing fear that his services may be discontinued on short notice, perhaps as the result of the whim or the misconception of some layman enjoying a brief authority as a school board member, then he cannot give his pupils that impartial and free-from-worry devotion to which they are entitled.

(3) Clear delimitation of his powers and obligations. If the principal's functions are not clearly defined, if he does not know whether he or some teacher or the janitor or the superintendent is responsible for the performance of certain duties, then there is conflict, dispute and waste, and the pupils suffer.

(4) Respect for his administrative headship of his school. If the superintendent or the board member fails to recognize the administrative headship of the principal and gives orders to teachers and pupils unknown to the principal or over his head, then the principal cannot administer his school consistently, and the pupils are losers.

(5) Recognition of accomplishment. If the devoted and efficient service of the principal meets no sign of commendation, if he sees others, by common agreement of lesser ability and competency than himself, given preferment in the material rewards of salary and promotion, then he is subjected to a strain that no battery of professional ideals charged by devotion to childhood and to the art of teaching can entirely overcome, and his pupils are bound to receive in the end a smaller measure of enthusiastic service than that to which they are entitled.

Passing from the principal—and we have but sketched an outline of his difficulties—to the superintendent, what are the injustices to him which may properly rate as injustices to pupils?

By way of preamble let us utter a caution that applies to the superintendent and to all others in the educational field, indeed to people generally in any line of endeavor. Don't take things, on oneself, too seriously. Ask the successful business man his occupation, and his reply is: "I'm in the insurance game," "I'm in the realty game," "I'm in the advertising game," thus expressing the zest that he puts into his work. Whatever it is, it is for him a game. He knows by the experience of years, if not by instinct, that every business has its defeats as well as its victories, its losses as well as its gains, its outs as well as its home-runs. He knows there are aces hidden in flowing sleeves, and he knows that sooner or

(Continued on Page 416)

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MARY MCSKIMMON,
Principal of Pierce School, Brookline, Massachusetts

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JUSTICE IN HIGH PLACES

(Continued from Page 414)

later he is to encounter them. When he does, he meets them with courage and complacency, charges them to profit and loss, forgets them—and plays the game.

We in the educational business must learn this lesson early. Can we say: "I'm in the school game," and know that we have disciplined ourselves as well as our pupils and teachers? Have we developed the protective armor of philosophy and humor that holds its sense of proportion when we encounter the inevitable set-backs, however unjust they may seem at the moment? If not, perhaps we would better take a course in the training school of the book peddler, and study the architecture of the doors that are slammed in our faces. All of which is but to say that before we use up too much time declaiming about the injustices we meet, we make sure that we are setting aside those personal annoyances, which though looming large under the microscope of our sensitiveness, are after all but the by-products of normal earthly existence.

The teachers of the land should so organize themselves that the weight of their numbers and the strength of their influence shall be ready to be thrown against any community—any state, any city, any village—that attacks the nation by failing to maintain its own segment in the line of educational defence. Already the teachers are organized through the National Education Association into a professional body that stands as a unit in service to the nation as a whole. But a greater service is yet demanded of them: that they do what the Federal government itself cannot do—could not do without a catastrophic reconstruction of its machinery—namely, discipline any community that turns traitor to America by neglecting its schools. For neglect on the part of any community to do its share in providing for the common defence in the face of the enemy—ignorance, prejudice, propaganda, and anti-American ideals—is nothing short of treason.—Cincinnati Meeting.

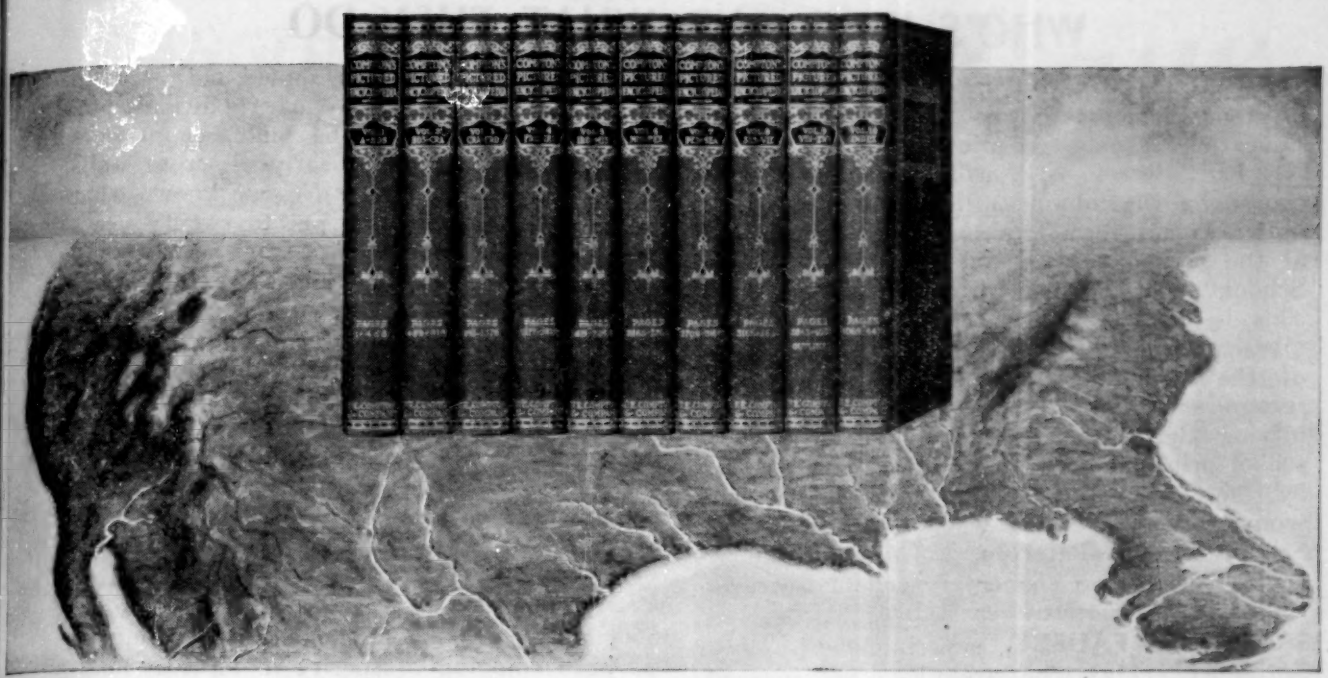
A SHORT CUT TO CULTURE

LUCIA AMES MEAD

Brookline, Mass.

Not a short cut to much culture, but to a very essential part of it which ought to be obtained easily. There are thousands of budding lawyers, doctors, dentists, druggists, biologists, botanists, chemists, physicists, and an endless number of ordinary folk who need to know the ordinary Latin and Greek roots and their English derivatives. They have not time to spend years in learning the forms and rules for the nominative, genitive, dative, accusative, vocative and ablative, and for conjugations and syntax. They will never know anything about the oratia obliqua, and will never miss it, but they do want to know some essential things about Latin. These are not to them construction and syntax, but the relation of the roots to our everyday words and to the technical terms which these people who can only take short cuts should learn.

It is said that no foreign language is being studied in our country so much as Latin, and that is well. Our former Commissioner of Education, William T. Harris, LL.D., one of the greatest philosophers and educators whom America has ever produced, had such a conception of the value of the study of Latin that he held that if 100 men were cast upon a desert island and they had equal native capacity, and if fifty had studied Latin only a short time and the other fifty had studied none the first fifty would come to the front as the leaders and organizers. The value of the study is largely that it teaches one to analyze, compare, discriminate and judge values and relations. This power remains even after one has long forgotten all he has ever learned of Virgil and of Horace. Few ever read a page of Latin after leaving school. For most people nothing beyond the roots is absolutely essential to the understanding of our language and the derivation of scientific terms. Today, many years after my own school days, I find it of distinct value to recognize in such words as omnibus, omnivorous, omniscient, omnipotent what they mean and how they are formed. A little learning is not always a dangerous thing. Sometimes it gives the confidence necessary to obtain valuable results when four years of drill in grammatical rules may be impossible. Why does not some enterprising teacher prepare a little leaflet or pamphlet giving a few hundred common Latin and Greek roots, and all common expressions like *sine die* and the English words derived from them. A search in the publishers' lists fails to show that any such obvious need is met, although there are admirable books which include with other matter some roots and derivatives. It would be interesting to learn whether a knowledge of Latin roots has not helped some of the winners of the cross-word puzzles; also whether teachers might not find it worth while to use such a pamphlet with young pupils before beginning the long grind on Latin grammar.



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WHO'S WHO AND WHAT THEY DO

IDE G. SARGEANT, secretary of the Department of Elementary School Principals, National Education Association, principal, Public School No. 10, Paterson, N.J., will have a six-weeks' course on the administration and supervisory duties of a principal of an elementary school at the Hyannis, Massachusetts, State Normal School, under the new principal, Mr. Bagnall. This is important from two standpoints. It gives unusual prominence to the responsibilities of the elementary school principals and it recognizes Mr. Sargeant as the leader in magnifying the responsibility of the elementary school principal long before it was recognized by the National Education Association. He won national attention when he made Public School No. 10, Paterson, N.J., a community centre such as no elementary school had ever been in any American city.

JOHN R. FAUSEY, superintendent, West Springfield, Massachusetts, has an unusual record for New England. We first knew him as principal of an elementary school in Springfield under Superintendent J. H. Van Sickle. From this principalship in an elementary school he was elected superintendent of West Springfield, an unprecedented promotion. Here he attracted state-wide attention for progressive leadership, and was elected superintendent of Winchester, Mass., one of Boston's exceptionally attractive suburbs, and three years ago was recalled to West Springfield at a salary most exceptional for a place of its size. His annual report, the first after his return from Winchester, is highly interesting, and we quote a few paragraphs. The city is growing very rapidly, and he says: "We should prepare to take care of this rapid growth by adopting a broad, comprehensive, ambitious and far-sighted educational program. The outstanding fact about education is that as compared with other factors of town development it may be controlled. It is not always within the power of the community to control a development of its industries. The educational program is what the community wants it to be and what the community determines it shall be. The social machinery for the direction of education in a community is provided by state law. The local School Board is the organ through which the community carries forward year by year a consistent program of education. . . .

"The cost of school buildings should be kept as low as possible and at the same time insure durability, safety, good sanitation and comfort. School buildings should not be open to the criticism that they are luxurious. . . .

"New schools should be built so interiors may be easily altered. Nearly all cross walls should be easily movable. No one knows what use a schoolroom may be put to twenty years from now or even five years from now. Many a high school has been ruined for future use because the interior layout is unsuited to modern needs and cannot be changed without practically wrecking the whole interior of the building. Every building should be designed so it can be enlarged without interfering too much with school work. Buildings should be constructed so that if additions are made little adjustment will have to be made in the old buildings."

O. I. WOODLEY, formerly principal of the West Virginia State Teachers College at Fairmont and of Marshall College, Huntington, who has been enjoying prosperity in Florida, luxuriating in his fruit orchard, has returned to professional activity as executive secretary of the Florida State Association and editor of the Educational Magazine of the State Association.

AMBROSE L. SUHRIE, professor of Normal School education, School of Education, New York University, is dealing with an important professional problem with professional skill and devotion. He is bringing to his new opportunity intelligent conviction that there is special art in preparing young people to be skilful in the art of teaching.

ARTHUR DEAN has a syndicate column in some fifty leading daily papers on "Your Boy and Your Girl." In this department Dr. Dean answers all questions whether asked by young people or their parents. This is an entirely new creation in syndicate functioning, and Dr. Dean is especially skilful and sensible in his conduct of the department.

WIL LOU GRAY, Columbia, S.C., supervisor of Adult Education in South Carolina, is one of America's deservedly famous women. South Carolina has some very remarkable work in education, and Miss Gray is a prominent factor in developing educational sentiment, especially in rural and hitherto neglected districts. She is second only to Cora Wilson Stewart as a platform speaker in the interest of the mountain counties. She has the story of achievement in promoting adult education with innumerable instances of the transformation of individuals and communities through skilful leadership.

How fair the earth would be were all living creatures linked together in friendship.

—Buddha.

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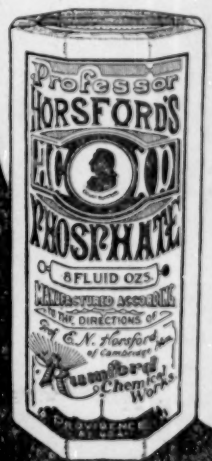

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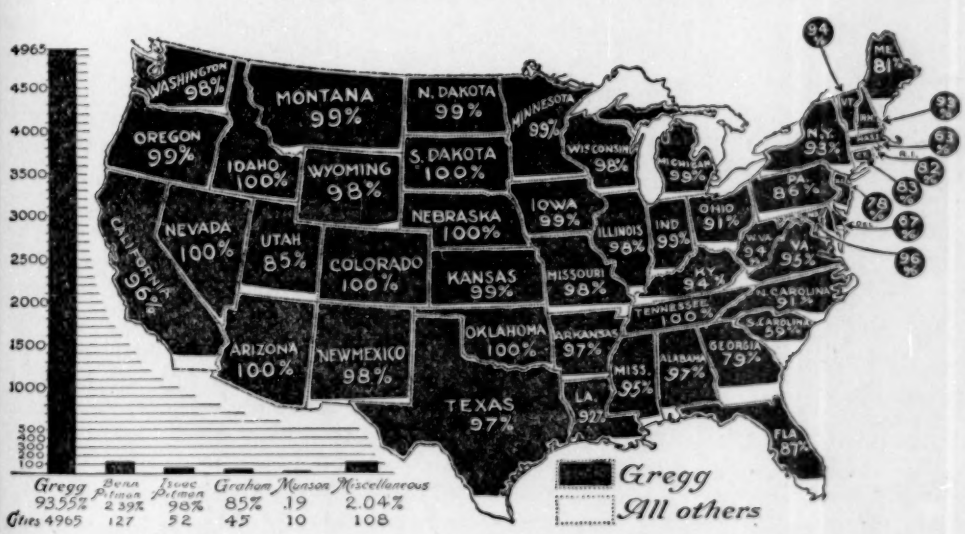

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REPORTS FROM THE EDUCATIONAL FIELD

MABEL M. ANDERSON

[We shall appreciate it if those who send in Reports and Documents will check notably important and progressive movements.]

WHAT OUGHT EDUCATION TO COST?

In presenting its report on the financing of the public schools of Illinois, the Educational Finance Inquiry Commission of the American Council on Education asks this vital question.

The essence of popular education is the creation of useful social values, not the individual benefits which enough individuals think they can make society pay for. What the school ought to cost is the social value which it produces. Education is a long-time affair if viewed as an agency which progressively contributes to the capacity of society to hold itself together, to the capacity of the people successfully to regulate their own affairs in a democratic age. It is of relatively little consequence how much the people will spend next year and how they will raise next year's revenues. It is of critical importance to know what adjustment of revenues to needs will be possible twenty-five years hence, fifty years, one hundred years. It is perhaps thirty years from the date when the school began to operate on a boy before his return to the popular income which makes the school possible, reaches full tide. In the long run and on the average, each individual must at least pay for his own education in his increased value to society.

The solution of the problem of school costs lies not alone along the path of legislation but along the line of wisely guided, sufficiently comprehensive and adequately supported research in the field of the scientific study of education in general and in the field of educational economics in particular. The local school system can survey its own program, the state can attack its obsolete means of taxation; it can carry on scientific investigations along educational lines, and it can make available private funds at a few national centres for higher studies in the economics of education and for the training of investigators in that field.

THE CLEVELAND RESEARCH CLUB

Cleveland has a Research Club, composed of teachers, supervisors and administrators who are interested in the results of original research studies. Eight monthly meetings are planned for this year. The president is Dr. Gary C. Myers and the secretary is Charlton H. Mann.

If once a child begins to desire to understand other people rather than to judge them he has entered another spiritual realm where he will instinctively be polite. Giving students this attitude toward foreign peoples is the great opportunity of the geography teacher, one of the greatest things that can be done for the promotion of world peace and American trade.

STATE FUNDS TO AID SCHOOLS OF MASSACHUSETTS

Under the provisions of the law which allows state aid to municipalities in the maintenance of public schools, cities and towns of Massachusetts will receive $4,496,339 from the state treasury. The sum comes from the income tax receipts.

The "school fund," so called, is established to encourage the municipalities to pay substantial salaries to the teachers. The aid is based upon the number of teachers having normal training and who have taught at least three years. The reimbursement to a city or town ranges from $100 to $350 a year for each teacher who comes within the requirements.

Boston's share is $729,405, the largest single amount.

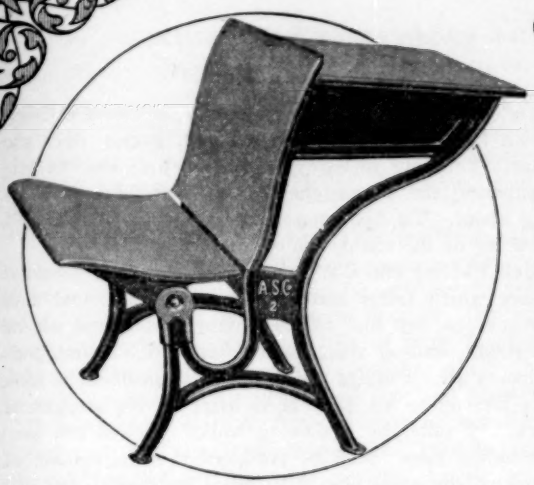
WOMAN MENTALLY SUPERIOR UP TO 25

Women under twenty-five years of age are more intelligent than men of the same age, but after the twenty-fifth year men gradually pass women and attain a higher mental efficiency according to statistics compiled in the administrative and educational departments of the University of Arizona.

The University cites its local statistics to show that the average scholastic standing for women students was considerably above the general university average, while the average for men was lower than the general average of all persons enrolled. The standings were: General university average, 1.66 per cent; women, 1.96; men, 1.50.

Professor Alva O. Neal, university registrar and professor of rural education, contends that high school and college girls show more aptitude for study than high school and college boys. A fourteen-year-old high school girl, he says, is the mental equal of a boy of sixteen, in line with the condition that most women equal in intelligence men two years their senior until the women reach their twenty-fifth year. Professor Neal attributes this to the longer period of infancy in men. Women mature more rapidly.

Yale will be the first university to establish a permanent astronomical observatory in South Africa. A telescope constructed for the purpose of observing and photographing the southern firmament has been shipped for Cape Town. It will be erected soon after March 1, under the direction of Professor Frank Schlesinger of the Elias Loomis laboratory at Yale.



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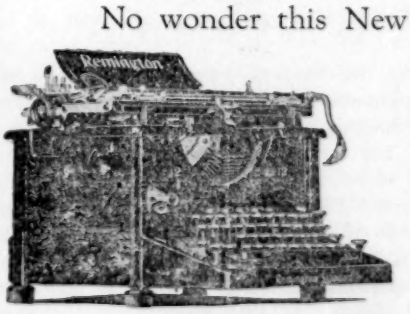

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EDUCATIONAL FORUM

ACADEMIC FREEDOM.

The following principles for the guidance of governing bodies and faculties of American colleges have been formulated by the representatives of a group of educational associations:—

Freedom of discussion for professors in their fields of study should be allowed, but professors speaking on subjects outside of their special subjects should make clear their personal responsibility for the opinions expressed.

A university or college should not place any restraint upon a teacher's freedom in investigation or upon his exposition of his own subject in the classroom, in public lectures, or in published articles, except in denominational institutions where specific limitations have been accepted in advance by the teacher. No teacher, on the other hand, should assert as his right the privilege of discussing in his classroom controversial topics outside of his own field of study.

A college should recognize that a teacher in speaking or writing outside of the institution upon matters beyond the scope of his special subject, is entitled to precisely the same freedom and is subject to the same responsibility as attaches to all other citizens. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff, but teachers should take pains to make clear that they are expressing only their personal opinions.

The associations represented in the drawing up of the code were the Association of University Professors, the Association of University Women, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the Association of State Universities and the American Council on Education.

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Mexico produced 139,497,476 barrels of oil valued at $135,839,309 in 1924.

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The discovery of a new source of supply of radium has been reported from the town of Holtsljunga, on the west coast of Sweden. If early indications are fulfilled, this may be one of the richest finds yet made and exploitations will be begun immediately.

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THE YIDDISH PRESS.

A study of the foreign language press of America, under the auspices of Columbia College, concludes its treatment of Yiddish journals as follows:—

From the point of view of the volume of civic material included in its editorial columns it is evident that the Yiddish press has a decidedly American outlook. The Yiddish newspapers are "American newspapers printed in Yiddish," and constitute a desirable accession to American journalism.

The relatively greater frequency with which the Yiddish newspapers deal editorially with American issues, as compared with the attention given to foreign and specifically Jewish problems, the emphasis which they generally put upon the inculcation and development of the virtues or desirable qualities of citizenship, and the efforts which they exert in the direction of uprooting or correcting prevailing civic deficiencies, place the Yiddish press in front rank as an Americanizing agency.

CARLYLE AND BROWNING.

[Los Angeles Times.]

Carlyle loved to tell a story of a rough old Scottish peasant whom he saw leaning upon a fence, gazing over the landscape. Thinking to enjoy a pleasantry at the old fellow's expense, the philosopher asked him what he was thinking about. To his amazement, the man replied: "I was thinking of the visible beauty of the world."

Wendell Phillips told a story of an ancient New England shoemaker which fairly matched Carlyle's. The man had been prosperous, but had suffered many losses, and yet he wore a ruddy, smiling visage and hammered his shoe pegs with a merry air. Phillips asked him what medicine he took to nerve him up to his daily tasks after all his strokes of bad luck. "I take the Browning tonic," replied the man with twinkling eyes. And he produced a worn volume of the verses of the great poet. "It beats anything I can find in the drug shops."

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In Los Angeles 23,000 automobiles passed on Beverly boulevard in eight hours on Sunday, January 18, 1925.

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Colorado has won a long and hard fought legal battle with New Mexico over a strip of land 500 feet wide and 200 miles long. Colorado won her contention that the survey of 1902 should be accepted, while New Mexico contended for the survey of 1865.

—o—

TEN MILLION YEARS AGO.

Dinosaur tracks made approximately 10,000,000 years ago during the Triassic age, probably the first footprints of this geological period found in the Rocky mountains area, have been identified on the Navajo Indian reservation in Arizona, near the Grand Canyon National Park. The footprints measure sixteen inches in length with a spread of thirteen inches. The stride is shown to be fifty-three inches. The toes bore sharp claws, indicating the animals belonged to the bipedal carnivorous dinosauria. Identifications were made by Dr. C. W. Gilmore of the Smithsonian Institution.

—o—

Some one in California, not Luther Burbank, has created a banana squash, but the creator has not owned up to his creative skill.

—o—

LUNATICS AS EDITORS.

A magazine written and edited by lunatics has been started in England. Some cynics may say there is nothing new in this, judging from some of the exhibits on the news stands, but these lunatics are actually in an asylum and are not merely literary bugs. They are inmates of the City Mental Hospital at Humberstone, Leicester.

According to the medical superintendent, the magazine is never censored by saner people. The work, however, is done by persons who are between convalescence and cure.

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The world spent $3,600,000,000 for new automobiles in 1924.

—o—

Pigeons recently flew 500 miles. There were 131 pigeons started from McCook, Nebraska.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

THE PROJECT METHOD IN CLASSROOM WORK. By E. A. Hotchkiss, Teachers College, Kansas City, Missouri. Cloth. Illustrated. 258 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"The Project Method" covers a multitude of weaknesses and suggests many opportunities for pupils to acquire information they would be unlikely to get otherwise. It naturally distinguishes between the example-lesson to be learned as he is told to learn it when he is told to learn it and the problem-lesson, which he is to solve in his own way in unassigned time and unusual place.

It is easy and natural for one class of persons to see defects in all new experiences, and equally easy and natural for another class of persons to go wild over any and every new thing. The first bicycle, that big wheel with a little wheel behind, was comical to many people, but it lent itself to trick riding never possible in anything else. So the Project Method is really amusing to the traditional lesson-assigning, book-infatuated teacher but it contains more pedagogical tricks than any other recent innovation in education.

There are temptations for authors to exploit their enthusiasm on the one hand or their suspicions on the other or both as some have done.

No one can ignore "The Project." Whether its stay be long or short, it is here, is very much here, and every teacher in an elementary school must make more or less use of it. E. A. Hotchkiss of Kansas City, Missouri, is familiar with many sides of Project Problems, and his "Project Method in Classroom Work" is a real contribution to the literature on the subject. It is wholesome and interesting, and is every way worth using in any class of teachers or students of the art of teaching.

PROBLEMS OF THE TEACHING PROFESSION. By John C. Almack, Ph.D., and Albert R. Lang, Ph.D. Cloth. 340 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

This is a wholesome and enlightening presentation of the up-to-the-minute situation in the teaching profession. There are seventeen chapters on the school life, social life, economic life, professional life and prospective life of the teacher after retirement. It is the most all embracing study of the new life of the teacher that we have seen. It is a trite saying that it is a book that every teacher should read, but more than that it is a book that should be furnished every teacher free and for keeps, and it should be read a chapter a month, and a report on the chapter to some specified authority required.

It is a book that should not be allowed to be neglected. No teacher should be required to purchase it, but every teacher should be required to master it in detail.

The one great need of American education is that teachers should all think of the same professional problems. They may not think alike, but they should think clearly and vigorously on the same professional problems..

Here is a book which treats of seventeen professional problems vigorously, presents a number of special problems under the general problem and gives many references for further study. If we were a millionaire and were looking for some way to benefit America we would make it possible for every teacher to own the book, provided the state, county or city Board of Education would require it to be read and written about for professional promotion of teachers.

We are writing ardently about it but not a tenth part as ardently as we feel about it.

LA CHANSON DE ROLAND. Oxford version. Edited, with introduction, notes, glossary and index, by T. Atkinson Jenkins, professor of the History of the French Language, University of Chicago. Cloth. Illustrated. cl+378 pages. New York: D. C. Heath and Company.

This is the first edition of the famous French epic ever prepared for English-speaking students of Old French in colleges and universities. No one who has not wrestled with the problems involved can realize the magnitude of the task. That it was entrusted to Professor Jenkins is something for which all lovers of Old French Literature may well be thankful. He has not only done a good, sound, solid piece of work, but he has produced what we believe to be one of the outstanding monuments of American scholarship.

The text of the poem, with its voluminous footnotes—almost a lifetime of effort is involved in the notes alone!—covers 280 pages. The rest of the volume is taken up with the 150-page introduction and the 100-page glossary and index. The introduction is excellent both in scope and vision and in questions of detail. It is a wise and careful summary of the best and latest research upon the "Song of Roland," and upon its authorship, its content, its language, its composition, its poetry, its style, its spirit. Both introduction and notes show Professor Jenkins's close and faithful following of all published material on the "Roland" over a space of many years. More than that, there is a great deal of his own throughout, embodying his own contributions to disputed points, as for example, the discussion of possible authorship-ascriptions. (Our doughty American scholar does not hesitate even to lock horns with the great Bédier.) The glossary contains etyma for all words occurring in the text, and lists all appearances up to three or more. Bibliographical material is supplied in abundance, not only in a section by itself, but constantly throughout the notes. Use is made of the manuscripts other than the Oxford manuscript to check troublesome passages. The Oxford spellings with "u" are normalized as "o," following the suggestion of Gaston Paris.

The book is a mechanical gem. Paper, typography, illustrations, presswork and binding alike give evidence of the publishers' willingness to give this masterpiece of world literature not only masterly editing but a dress in keeping with the dignity of the work.

Jenkins's "La Chanson de Roland" can take its place without trepidation beside those two other Heath publications that are beacon-lights of American scholarship—Klaeber's "Beowulf" and Grandgent's edition of Dante's "Divina Commedia."

STATISTICAL METHOD IN EDUCATIONAL MEASUREMENTS. By Arthur S. Otis, Ph. D. Cloth. 337 pages. Yonkers-on-Hudson, New York, and 2126 Prairie avenue, Chicago: World Book Company.

The World Book Company has succeeded in making its various publications on "Tests and Measurements," under the editorial guidance of Dr. Lewis M. Terman of Stanford University, and the office editorship of Dr. Arthur S. Otis,

the source of supply of literature and equipment for a knowledge of what to do and what not to do in testing and measuring of individuals and groups in school and out.

It has been Casper W. Hodgson's masterful genius that has enabled him from the first to select progressive functionings when they first dawned upon the horizon, and to corral the men who were destined to show prize-winning speed when the race was on.

This book of Dr. Otis deals with those simple statistical methods that are needed in the interpretation of test results. It presents the subject in such a way that it can be understood by those who know nothing whatever about statistical method. It covers all the topics that a teacher or administrator is likely to have need for.

Several new charts for practical use are introduced, including a correlation chart and a percentile graph. These make easy certain important processes and calculations once known only to specialists in statistical method.

Throughout the book the practical application of methods has been kept in mind, and only such discussion of theory is given as is thought necessary to make the use of the methods and devices intelligent rather than rule-of-thumb. The reader is shown the meaning of correlation by very simple illustrations with all refinements omitted, whereas the application of the complete formula is reduced by "job analysis" to a mere succession of simple arithmetic steps which may be performed with no thought of the formula.

Any person interested in scientific method in education will obtain from this book a good working knowledge and understanding of statistical method, no matter how new the subject may be to him.

JAMES-GRASSI DICTIONARY OF THE ENGLISH AND ITALIAN LANGUAGES. Fourteenth Edition, entirely rewritten and greatly enlarged. By Alberto de Beaux. Cloth. 800 pages. New York: The Macmillan Company.

The James-Grassi Italian dictionary, like the James-Molé French dictionary, has been a standby in the English-speaking countries for many years and has passed through several revisions in that time, as has its French fellow. The present edition of the James-Grassi, the fourteenth, has been under the direction of Professor Alberto de Beaux of Florence, Italy, who has had the assistance of two English scholars, Professor Waterhouse Marden and Mr. Gerard Kenington. The revision has been so thorough, the additions so numerous, that the volume may be considered practically as a new work. Particular attention has been paid to technical and commercial terms and recent additions to the terminology of industry, art, and science. There are at least 40,000 entries in each of the two parts, Italian-English and English-Italian. Tables of abbreviations and contractions, and lists of proper and geographical names, add to the usefulness of the book. The pronunciation of all English words is given in an Italian phonetic transcription for the benefit of Italians who may use the work, while the place of the stress, and in certain cases the quality of the sound, are indicated in the Italian section. The volume is compact and light in weight, notwithstanding its comprehensiveness. It will be a desirable acquisition by public and school libraries, and will doubtless be used by foreign correspondents of business houses and by students of Italian generally, while Italians not wholly familiar with English will find it of unquestionable service.

HIGH SCHOOL ENGLISH EXERCISES. By Ruth M. Whitfield, Maywood, Illinois. New York: Henry Holt and Company.

These "exercises" are for use with Alfred M. Hitchcock's "High School English Book" and "Junior English Book," and reference is made on each lesson to the rules of English composition in these books.

The purpose is to provide material that is of real interest to the student for drills in punctuation and grammar, tests in punctuation and grammar, and as an aid to the teacher, because it is easily corrected, includes the essentials to be taught, contains numerous subjects for compositions.

The types of exercises are: Connected discourses upon subjects of interest and value to the student, instead of isolated sentences, for drill in punctuation; suggestions for practice in composition, related to the subject-matter of the discourses, based upon school, home, and social experiences of the student, providing for individual differences among students; drills and tests in grammar presented in the form of games in a tournament.

TWO VAGABONDS IN SPAIN. By Jan and Cora Gordon. Cloth. Illustrated with sketches by the authors. 272 pages. New York: Robert M. McBride and Company.

Jan and Cora Gordon are a delightful pair of English artists who, like the Pennells, love to travel and do not insist on traveling in comfort. Like the Pennells, too, their books are illustrated, in this case by both the authors; but unlike the Pennells they share a well-developed sense of humor and a delightful lack of dignity. Their first book of the sort was called "Two Vagabonds in the Balkans"—and likeable vagabonds they are! In this volume they extend their rovings, and their powers of description and depiction, to the hill towns of eastern Spain, where they spend a not uneventful summer and autumn, all recounted in most delightful fashion. Even discomforts are made to yield their share of entertainment. Of course they visit a bull-fight, and their slightly humorous but truthful description of it is one of the best chapters in the book. Best of all, perhaps, is the vivid picture of the life of the common people of Spain in town and country, written and illustrated with the determination to get all the fun out of it that is possible, but never resorting to crude caricature. As one phrase has it, the book contains the "sights and sounds and smells" that make up the real Spain—not the Spain of art-galleries and guide-books, but the Spain of the Spanish people, a race that has given the world a colorful history, a colorful literature, a colorful art, a colorful life. We look forward with keen anticipation to the second book of the authors, just announced, "A Donkey Trip through Spain," in which they extend their travels to Andalusia.

BOOKS RECEIVED

"Language Training." By Catherine T. Bryce. New York: Newson and Company.

"Solid Geometry." By John W. Young and Albert J. Schwartz. New York: Henry Holt and Company.

"Roman Private Life and Its Survivals." By Walton Brooks McDaniel. Boston: Marshall Jones Company.

Elementary Latin Classics: "Helvetian War," Caesar; "Invasion of Britain," Caesar. By W. Welch and C. G. Duffield.—"Bible Readings." Edited by John M. Thomas and A. H. Espenshade.—"Southern Field Crops." Revised Edition. By John Frederick Duggan.—"The Mental Growth of the Pre-school Child." By Arnold Gesell. New York: The Macmillan Company.

"Course of Study." Kindergarten, First and Second Grades; Kindergarten, Third and Fourth Grades; Kindergarten, Fifth and Sixth Grades. Los Angeles City School District.

"Hamilton's Essentials of Arithmetic." Six-Book Edition. Price, 44 cents each.—"Standard Algebra." By Milne and Downey. Price, $1.40.—"The Constitution of Our Country." By Rexford and Carson. Price, 76 cents. New York: American Book Company.

"Frontier Law." By William J. McConnell. Price, $1.20. New York: World Book Company.

"Studies in Secondary Education."—II. Chicago: The University of Chicago.

"The Yiddish Press, an Americanizing Agency." By Mordecai Soltes. New York: Teachers College, Columbia University.

"Forty Years in Newspaperdom." By Milton A. McRae. New York: Brentano's.

"Experience and Nature." By John Dewey. Chicago: The Open Court Publishing Company.

"Paper Cutting." By Annye Allison. Milwaukee, Wisconsin: The Bruce Publishing Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

During the Easter vacation thousands of high school pupils from all over the United States come to Washington, D. C., for a two or three days' sightseeing trip. They come in small groups and are accompanied by their teachers.

In order to make their visit of the highest value George Washington University has inaugurated a plan of presenting for these parties a stereopticon and motion picture lecture on the Capital, showing how the city is laid out, what the plans are for future development, the main architectural features, some of the most prominent historical settings and the haunts of the great men who have placed their stamp upon the life of the nation.

The University places in the hands of the students who attend the lecture a pamphlet entitled "My Visit to Washington," which gives in brief and interesting form a statement of the history of the city of Washington and of Mount Vernon, and the life of George Washington. The pamphlet also contains blank pages for notes by the student and some information relative to George Washington University.

Harold Gamans, Central High School, Scranton, Pennsylvania, has achieved an unusual success in the production of a Lincoln Play, known as "The Spirit of Ann Rutledge," which was not only a notable success on the Lincoln Day program but has interested a vast number of radio enthusiasts as it was broadcasted in that city.

Dr. H. M. Ivy, superinendent of Meridian, Mississippi, is elected president of the new East Mississippi Schoolmasters' Club.

The University of Chattanooga is to have a chair of "Civil Government" with a Foundation of $200,000. Adolph S. Ochs, of New York Times, made the initial gift of $50,000.

Mt. Union College, Alliance, Ohio, is to increase its endowment $1,000,000, the General Education Board giving $300,000 and other people raising $700,000.

School playgrounds, educational leaders realize, are as essential as school buildings. Joliet, Ill., a town of 50,000, has one school with twenty acres, and the others average more than five acres each. Elyria, Ohio, with 25,000 people, has bought an athletic field of eighteen acres for its high school. Tacoma, San Diego, Peoria, and many others have great stadiums. In Gary, Ind., every school has a playground a block square, a gymnasium, and an auditorium. These mean clearer brains, more active bodies, and make for better study and recitations. On playgrounds and athletic fields are learned some of the greatest lessons of life. For this reason Dr. James E. Rogers urges schools should maintain their physical education for twelve months rather than for nine.

To give educational opportunity to distant students, the extension service of the University of Washington, through its home study department, offers 225 courses in ninety subjects and twenty-five departments. Students are enrolled from nearly all parts of the world. In addition, extension classes covering many departments of university education are carried to more than 100 classes in nearby places.

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Harvard, Yale, Princeton will limit the salary of football coach to $8,000 after September, 1928.

MEETINGS TO BE HELD

APRIL

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

29-May 1: National University Extension Association, University, Kansas.

30-May 2: Mississippi Teachers Association, Jackson, Miss.

MAY

1: American Council on Education, Washington, D. C.

1: Mississippi Classical Association, Jackson, Miss.

1-2: Classical Association of the Atlantic States, Swarthmore, Pa.

6: National Security League, New York City.

5-8: Western Arts Association, Memphis, Tenn.

6-7: Indiana Music Teachers Association, Logansport, Ind.

8-9: Nebraska History Teachers Association, Lincoln, Nebr.

8-11: American Association for the Study of the Feeble Minded, Raleigh, N. C.

9: New England Modern Language Association, Boston, Mass.

9: New England School Library Association, Manchester, N. H.

13-16: American Federation of Arts, Cleveland, O.

17-21: American Association of Museums, St. Louis, Missouri.

21-23: Associated Harvard Clubs, Baltimore, Maryland.

25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.

10-17: National Conference of Social Work, Denver, Colorado.

11-13: Georgia State High School Teachers Association, Athens, Georgia.

22-27: American Physical Education Association, Los Angeles, Calif.

28-July 4. National Education Association, Indianapolis, Indiana.

28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.

6-11: American Library Association, Seattle, Wash.

29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota.

19: California Teachers Association, Northern Section, Sacramento.

22-24: Indiana State Teachers Association, Indianapolis.

22-24: Utah Educational Association, Salt Lake City.

26-30: Washington Educational Association, Seattle.

29-30: Illinois State School Board Association, Decatur.

29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5: Wisconsin Association of Mathematics Teachers, Milwaukee.

Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.

Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

10: Women's Educational and Industrial Union, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.

11-14: Missouri State Teachers Association, St. Louis.

12-14: Arkansas State Teachers Association, Little Rock.

12-14: Association of Urban Universities, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis.

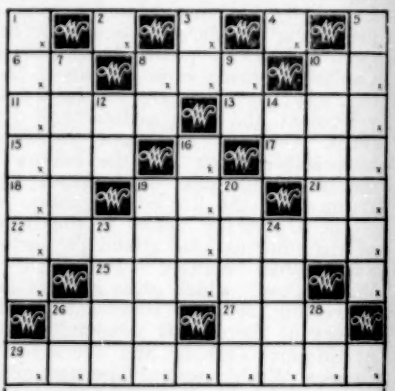
23-24: New York State Teachers Association, Syracuse.

23-25: South Dakota Education Association, Mitchell.

24: Southern Industrial Education Association, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond.

25-29: Virginia English Teachers Association, Norfolk.



Horizontal

2, 3, 4 Procure = go out and buy
6 Printer's measure
8 Article
10 Tellurium (symbol)
11 A deep, loud cry
13 Part of a fishhook
15 A Japanese coin
17 Possesses
18 Exists
19 A thing (Latin)
21 Pronoun
22 To affirm (obs.)
25 Made of oat grain
26 A portion of a curved line
27 Letter of Greek alphabet
29 What Webster's *New International Dictionary* is

Vertical

1 The oldest firm of dictionary publishers in the United States
3 An expression of inquiry
5 The greatest American lexicographer (surname)
7 Not dry
8 Initials of an American president
9 Erbium (symbol)
10 A characteristic
12 Article
14 Exclamation
16 Most excellent
19 Extend
20 Guide
23 A wrongful act in civil law
24 A person opposed to anything
26 Gold (symbol)
28 Preposition

x Suggestion: Use colored pencil for letters in these spaces

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26-28: National Council of Teachers of English, Chicago, Illinois.

26-28: Texas State Teachers Association (colored), Dallas.

27-28: Maryland State Teachers Association, Baltimore.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Philadelphia, Pa.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Washington, D. C.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.

14-18: California Teachers Association, Southern Section, Los Angeles.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri.

28-30: Illinois State Teachers Association, Springfield.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association Jacksonville.

29-31: Pennsylvania State Education Association, Scranton.

29-31: Modern Language Association of America, Chicago, Illinois.

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